Common Criteria and Quality Indicators for
Postsecondary Career and Technical Education Programs Evaluation and Program Improvement Tool

The Office of College and Career Readiness has developed the
Common Criteria and Quality Indicators (CCQI) for Postsecondary Career and Technical Education Programs.

The six common criteria are:

Criteria 1 – Degree Plan
Criteria 2 – Curriculum
Criteria 3 – Instruction
Criteria 4 – Assessment
Criteria 5 – Career and Technical Student Organizations
Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to institutions of higher education in establishing, maintaining, and evaluating quality postsecondary career and technical education (CTE) programs, herein referred to as program.

There are three sections to this document:

1. Each criteria and quality indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.

Level Descriptions			
Level 4 Exemplary	Level 3 Operational Level of Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 1 Little or No Development and Implementation

2. Appendix A lists suggested documentation for each of the quality indicators.

3. Appendix B is a sample program improvement template that can be used as a tool by local instructors after completing the rubric as a way of prioritizing improvement strategies.

For more information about the *Common Criteria and Quality Indicators for Postsecondary Career and Technical Education Programs,* contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness, at 573-751-3500 or visit the CCQI website.

CRITERIA 1 – DEGREE PLAN

The institution assists students in developing a degree plan for their declared CTE program that sequences academics and CTE content; leading them to attain a postsecondary degree or certificate, industry-recognized credential (IRC), or entry into the workplace with a skill set conducive toward career advancement.

Quality Indicator 1 – Curriculum and sequencing is aligned with appropriate industry needs.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The program advisory board has five or more industry members that verify industry needs using labor market information. Program is in communication with its board more than once annually and can document improvements to sequence and overall content-based on advisory feedback. Students who do not complete entire program have an option for early exit with a path to certification or job.	The program advisory board has five or more industry members that verify industry needs using labor market information. Program is in communication with its board more than once annually and can document improvements to sequence and overall content-based on advisory feedback.	The program has an advisory board that meets in person at least annually.	The program does not have an active advisory board.	1.1

Quality Indicator 2 – Degree plan contains appropriate general education content for students interested in furthering their education.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The program has at least one agreement allowing for transfer into a related four-year program.	The program contains general education courses that transfer to most state institutions of higher learning.	The program can demonstrate embedded academic skills.	No embedded academic skills are present.	1.2

Quality Indicator 3 – Secondary students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the CTE program.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The program is supported by articulation agreements with multiple regional and statewide secondary/postsecondary institutions. Articulation/dual enrollment agreements are reviewed annually. Students are participating in articulation/dual enrollment in their program of study.	The program is supported by articulation agreements with multiple regional secondary/postsecondary institutions. Articulation/dual enrollment agreements are reviewed every two to three years. Students and parents/guardians are made aware of articulation/dual enrollment opportunities.	The program is supported by an articulation agreement with a secondary/postsecondary institution. No evidence is found that articulation/dual enrollment agreements are reviewed at least every three to four years. Students and parents/guardians are not made aware of articulation/dual enrollment opportunities.	No articulation agreement exists for the program. No dual enrollment policy is in effect for the program.	1.3

CRITERIA 2 – CURRICULUM
The CTE program curriculum has defined program outcomes.

Quality Indicator 1 – Each course within the program has defined student outcomes that align with the appropriate state and national academic and technical standards.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The institution has rigorous and relevant student learning outcomes (SLOs) at the course-level that align with the appropriate accreditation and industry standards. Adequate instructional time is available to implement the curriculum. Essential content and skills that all students should know and be able to do (SLOs) have been identified. The assessments are appropriately aligned to the student learning outcomes.	The institution has rigorous and relevant student learning outcomes (SLOs) at the course-level that align with the appropriate accreditation and industry standards. Adequate instructional time is available to implement the curriculum. Essential content and skills that all students should know and be able to do (SLOs) have been identified.	The institution has rigorous and relevant student learning outcomes (SLOs) at the course-level that align with the appropriate accreditation and industry standards. Adequate instructional time is available to implement the curriculum.	The institution has rigorous and relevant student learning outcomes (SLOs) at the course-level that align with the appropriate accreditation and industry standards.	2.1

Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and technology.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
Procedures are in place for faculty and/or administrators to ensure that the curriculum is implemented and is part of the institution's program review process. The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs, and technology. The institution's program revision process includes internal and external stakeholders (i.e. curriculum committee and industry advisory board).	Procedures are in place for faculty and/or administrators to ensure that the curriculum is implemented and is part of the institution's program review process. The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs, and technology. The institution's program revision process does not include both internal and external stakeholders (i.e. curriculum committee and industry advisory board).	Procedures are in place for faculty and/or administrators to ensure that the curriculum is implemented and is part of the institution's program review process. The curriculum is reviewed annually, but there is no consistency or assurance that revisions reflect changes occurring in industry, student needs, and technology. The institution's program revision process does not include both internal and external stakeholders (i.e. curriculum committee and industry advisory board).	The institution's program review process is not well defined. The curriculum is not reviewed annually and revised to reflect changes occurring in industry, student needs, and technology. The institution's program revision process does not include internal and external stakeholders (i.e. curriculum committee and industry advisory board).	2.2

CRITERIA 3 – INSTRUCTION
Written curriculum drives classroom instruction.

Quality Indicator 1 – Plans derived from the approved curriculum documents are used to direct the instructional process.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
Evidence exists that there is a process that is used to systematically plan instruction directly related to the curriculum.	Evidence exists that instruction is directly related to the curriculum.	Evidence exists that instruction is based upon the curriculum.	Instruction is not derived from the curriculum.	3.1

Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning styles.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
A variety of instructional methods and strategies are used throughout the program to accommodate various learning styles.	A variety of instructional methods and strategies are used a majority of the time to accommodate the learning styles of the majority of students.	A variety of alternative methods and strategies are being added to accommodate the learning styles of some students.	A variety of instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning styles.	3.2

Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
A variety of classroom management techniques are used and regularly evaluated to facilitate instruction.	A variety of classroom management techniques are used to facilitate instruction.	Classroom management techniques are incorporated in a majority of lessons.	Classroom management techniques are not used to facilitate instruction.	3.3

Quality Indicator 4 – Program goals, measureable learner objectives, assessment methods, and performance expectations are shared with students prior to instruction.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
There is a process to systematically share information regarding objectives, assessment methods, and performance expectations with students prior to instruction.	Information regarding objectives, assessment methods, and performance expectations are shared consistently with students prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is shared inconsistently with students prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is not shared or shared inconsistently with students and prior to instruction.	3.4

Quality Indicator 5 – Appropriate technologies, equipment, and instructional materials are utilized to support the curriculum and instructional process.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The annual plan for program evaluation specifies a process to systematically budget, select, maintain, and evaluate the effectiveness of equipment and instructional materials for achieving curriculum and instructional goals. Instructional program uses information technology and career-related software in every course when appropriate. Career-related software and hardware are state of the art technology based on industry standards. All students are required to use modern technology to master career skills. Students' informational and technological skills are assessed both in terms of their ability to use the software and their ability to make judgments about information, organize the information, synthesize it, and paraphrase it in the context of the occupation field.	A variety of equipment and instructional materials are available and utilized to support the curriculum and instructional process. Instructional program uses information technology and career-related software but not in every course, even when it is appropriate. Career-related software and hardware are adequate but not state-of-the-art based on industry standards. Not all students are required to use technology to master career skills. Evidence exists of instructors and a majority of students using information technology for student learning.	Limited equipment and/or instructional materials are available to support the curriculum and instructional process. Information technology and career-related software is used in a limited way. Career-related software and hardware are outdated. Evidence exists of instructors using modern technology for instruction, but there is little or no evidence of students using it.	Equipment and/or instructional materials are outdated and/or inappropriate and do not support the curriculum and instructional process.	3.5

Quality Indicator 6 – Work-based learning supports program objectives, where appropriate.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
There is a formal training plan and the work-based learning opportunities are linked directly to program studies. There is ongoing formal communication between the program and the business providing the work-based learning to ensure quality experiences for students and employers. Students are expected to complete course assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc. At least 75% of the program completers will participate in some form of practical experience (i.e. observations, field experiences, practicums, internships, clinical, related student organizations, etc.).	There is a formal training plan for internships. The program actively solicits local businesses to provide work-based learning opportunities for students to gain firsthand experience in the broad career area. No formal follow-up on work-based experience is done with employers or students. Students may or may not have to evaluate or report on the experience. At least 50% of the program completers will participate in some form of practical experience (i.e. observations, field experiences, practicums, internships, clinical, related student organizations, etc.).	The program does not actively solicit local businesses in the career area to provide work-based learning opportunities for students to gain firsthand experience in the broad career area. Students may or may not have to evaluate or report on the experience. There is no evidence of a link between classroom assignments and work-based learning experiences. At least 25% of the program completers will participate in some form of practical experience (i.e. observations, field experiences, practicums, internships, clinical, related student organizations, etc.).	Less than 25% of the program completers will participate in some form of practical experience (i.e. observations, field experiences, practicums, internships, clinical, related student organizations, etc.)	3.6

CRITERIA 4 – ASSESSMENT
A system is in place to measure student progress through appropriate assessments.

Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
Effective assessment practices are used to diagnose student progress, revise instructional strategies, and results are shared with students.	Effective assessment practices are used to report mastery of student achievement and results are shared with students.	Effective assessment practices exist but are not consistently utilized but are shared with students.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students.	4.1

Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The learning management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	The learning management system is used to report mastery of student achievement and results are shared with students.	The learning management system is used to report mastery of student achievement, but results are not shared with students.	The learning management system exists but is not consistently utilized.	4.2

Quality Indicator 3 – The DESE-recognized industry-recognized credential (IRC) and stackable credential exams taken demonstrate knowledge and skill of student(s) and conveys proof of mastery to potential employers.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
100% of DESE-recognized IRC/stackable credential exams earned are reported. Upon completing the program, students are required to take a DESE-recognized IRC/stackable credential exam. Pass rates on DESE-recognized IRC/stackable credential exams exceed 90%.	100% of DESE-recognized IRC/stackable credential exam scores are reported. Upon completing the program, students are required to take a DESE-recognized IRC/stackable credential exam. Pass rates on DESE-recognized IRC/stackable credential exams are 75-89%.	50% of DESE-recognized IRC/stackable credential exam scores are reported. Pass rates on DESE-recognized IRC/stackable credential exams are 63- 74%.	Less than 50% of DESE-recognized IRC/stackable credential exam scores are reported. The program does not pursue available DESE-recognized IRC/stackable credentials. Pass rates on DESE-recognized IRC/stackable credential exams are below 63%.	4.3

CRITERIA 5 – STUDENT ORGANIZATION/PROFESSIONAL ORGANIZATION (SO/PO)
The appropriate SO/PO is affiliated, when possible, with the state and national organization and is a co-curricular element of the program.

Quality Indicator 1 – An events calendar that supports the SO/PO's goals and objectives is developed annually by students and faculty/staff.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The events calendar is planned by students and faculty/staff with input from members, supports all of the SO/PO goals and objectives, and is approved and implemented by all of the members.	The events calendar is planned by students and faculty/staff, supports 75% or more of the SO/PO goals and objectives, and is implemented by 75% or more of the members.	The events calendar is planned by the students and faculty/staff, supports 50-74% of the SO/PO goals and objectives, and is implemented by limited members.	The events calendar was not developed by students.	5.1

Quality Indicator 2 – The SO/PO events calendar includes leadership activities, career competencies, community service, and school service.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The events calendar includes ALL of the following: • leadership activities • career competency • community service • school service	The events calendar includes THREE of the four activities listed in Level 4.	The events calendar includes TWO of the activities listed in Level 4.	The events calendar has not been developed or includes only ONE of the four activities listed in Level 4.	5.2

Quality Indicator 3 – The SO/PO events calendar is supported by learning outcomes and objectives.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
Learning outcomes align with all SO/PO planned activities.	Learning outcomes align with 75-99% of the SO/PO planned activities.	Learning outcomes 25-74% of the SO/PO planned activities.	Learning outcomes align with fewer than 25% of the SO/PO planned activities.	5.3

Quality Indicator 4 – SO/PO activities are available to all enrolled students.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
100% of the students enrolled in the program are made aware of and encouraged to participate in SO/PO activities.	70-99% of the students enrolled in the program are made aware of and encouraged to participate in SO/PO activities.	Between 50-69% of the students enrolled in the program are made aware of and encouraged to participate in SO/PO activities.	Less than 50% of the students enrolled in the program are made aware of and encouraged to participate in SO/PO activities.	5.4

Quality Indicator 5 – The SO/PO is participating in activities beyond the local campus environment.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The SO/PO members participate in activities beyond the community and/or state programs and activities.	The SO/PO members participate in community and/or state programs and activities.	The SO/PO members participate in campus programs and activities.	The SO/PO members participate only in classroom programs and activities.	5.5

CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING
A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for quality employment opportunities and/or continuation of postsecondary education.

Quality Indicator 1 – The program has a written statement that includes an educational mission and goals and objectives which were developed with input from the program advisory committee that included students, administration, and community/business/industry representatives with a relevant background.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The written statement includes an educational mission and goals and objectives that were developed with input from all three sources (students, administration, community/business/industry).	The written statement includes all three components and was developed with input from two of the sources listed in Level 4.	The written statement includes all three components and was developed with input from one of the sources listed in Level 4.	The written statement does not include all three components or is non-existent.	6.1

Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, IRC results; student, graduate, and employer survey feedback; review and revision of admission and progression criteria; and trended admission, graduate, and attrition rate data.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
Improvement plan of the program is specifically aligned with and is a priority in the institution's continuous improvement plan. The annual improvement plan includes <u>ALL</u> of the following components: • Measurable objectives • Established performance measures for each measurable objective • An acceptable level of performance determined for each measure • An established procedure for gathering, analyzing, and reporting data relevant to each measure of performance • An established procedure and timeline for reporting the outcomes and implementing corrective actions for measurable objectives requiring improvement.	Improvement plan of the program is specifically aligned with the institution's continuous improvement plan. The annual improvement plan includes four of the five components from Level 4.	Improvement plan of the program is generally aligned with the institution continuous improvement plan. The annual improvement plan includes three of the five components from Level 4.	Improvement plan of the program exists but is not aligned with the institution's continuous improvement plan. The annual improvement plan includes two or less of the five components from Level 4.	6.2

Quality Indicator 3 – An annual program budget is collaboratively developed by the faculty and administrator(s) to provide funding for professional development, SO/PO activities as appropriate, equipment, maintenance, supplies, and materials.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
A written annual program budget is collaboratively developed by the faculty and administrator(s). It includes funding for professional development, SO/PO activities, equipment, maintenance, supplies, and materials.	The written budget reflects collaborative development by the faculty and administrator(s). Funding is insufficient for one category included: Professional development, SO/PO activities, equipment, maintenance, supplies, and materials.	The written budget reflects some collaborative development by the faculty and administrator(s). Funding is insufficient for two or more categories included: Professional development, SO/PO activities, equipment, maintenance, supplies, and materials.	No budget exists.	6.3

Quality Indicator 4 – The qualified faculty participates in ongoing and high-quality, program specific professional development activities.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
The faculty actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities and maintains professional certification and education in the appropriate discipline.	The faculty actively participates in ongoing, high-quality, program specific professional development activities or maintains professional certification and education in the appropriate discipline.	The faculty participates in a limited number of ongoing, high-quality, program specific professional development activities and has no additional industry certifications.	The faculty participates in little or no professional development activities and does not maintain professional certification and education in the appropriate discipline.	6.4

Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented, and updated at least every three to five years.

○ Level 4	○ Level 3	○ Level 2	○ Level 1	
Written agreements for the program are developed, implemented, and updated every three or fewer years.	Written agreements for the program are developed, implemented, and updated five or fewer years.	Written agreements for the program are developed and implemented but not updated or reviewed.	A written agreement does not exist for the program.	6.5

APPENDIX A

Suggested documentation/evidence for each criteria and quality indicator
The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

CRITERIA 1 – DEGREE PLAN
The institution assists students in developing a degree plan for their declared CTE program that sequences academics and CTE content; leading them to attain a postsecondary degree or certificate, industry-recognized credential (IRC), or entry into the workplace with a skill set conducive toward career advancement.

1.1   **Curriculum and sequencing is aligned with appropriate industry needs.**
        Suggested documentation/evidence:
        1.   Students' degree plans
        2.   Institutional agreements/articulation/dual enrollment, etc.
        3.   Program advisory meeting minutes
        4.   See documentation for Criteria 2 – Curriculum

1.2   **Degree plan contains appropriate general education content for students interested in furthering their education.**
        Suggested documentation/evidence:
        1.   See documentation for Criteria 2 – Curriculum

1.3   **Secondary students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the CTE program.**
        Suggested documentation/evidence:
        1.   Student and parent/guardian communications regarding articulation/dual enrollment agreements
        2.   See documentation for Criteria 2 – Curriculum

CRITERIA 2 – CURRICULUM
The CTE program curriculum has defined program outcomes.

2.1   **Each course within the program has defined student outcomes that align with the appropriate state and national academic and technical standards.**
        Suggested documentation/evidence:
        1.   Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using depth of knowledge (DOK) standards, essential content, technical skills, soft skills and SO/PO leadership content are incorporated and easily identified.

2. Check "Y" (Yes) or "N" (No) if the indicator is in place.
   Course or Program Area: _____

		INDICATOR
a.	□ Y □ N	A rationale which relates the general goals of each course
b.	□ Y □ N	A general description of the content for each course
c.	□ Y □ N	General goals for graduates are identified
d.	□ Y □ N	Student learning objectives are identified and aligned to current state and national standards.
e.	□ Y □ N	Curriculum includes SO/PO leadership/workplace/soft skills
f.	□ Y □ N	Formative assessments align to student learning outcomes
g.	□ Y □ N	Summative assessments align to student learning outcome
h.	□ Y □ N	Instructional activities align to student learning outcome
i.	□ Y □ N	Instructional strategies that differentiate for all learners including those with special needs, English language learners and gifted and talented students
j.	□ Y □ N	Evidence that student learning objectives have been articulated by course sequence
k.	□ Y □ N	Adequate and appropriate resources align to student learning outcomes
l.	□ Y □ N	Date of institutional review and approval for each curriculum

Please provide the number and an explanation for each item marked above with an "N".

2.2 **The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and technology.**
Suggested documentation/evidence:
1. Review dates and list of review participants
2. Program faculty meeting minutes
3. Program advisory meeting minutes

CRITERIA 3 – INSTRUCTION
Written curriculum drives classroom instruction.

3.1 **Plans derived from the approved curriculum documents are used to direct the instructional process.**
Suggested Documentation/Evidence
1. Plans including evidence of lesson content, objectives, standards met, and assessments

3.2   **A variety of instructional methods and strategies are used to accommodate learning styles.**
Suggested documentation/evidence:
1.   Lesson plans indicating instructional strategies and learner accommodations

3.3   **Effective research-based classroom management techniques facilitate instruction.**
Suggested documentation/evidence:
1.   List of current classroom management strategies used for the program as measured through the teacher evaluation instrument

3.4   **Program goals, measureable learner objectives, assessment methods, and performance expectations are shared with students prior to instruction.**
Suggested documentation/evidence:
1.   Communication with students and parents/guardians

3.5   **Appropriate technologies, equipment, and instructional materials are utilized to support the curriculum and instructional process.**
Suggested documentation/evidence:
1.   A written annual plan of technology use
2.   Technology used by students
3.   Career-related technology used by students

3.6   **Work-based learning supports program objectives, where appropriate.**
Suggested documentation/evidence:
1.   Documentation of work based learning policies, student learning expectations, student, school, and employer guidelines and expectations
1.   Documentation of registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing and/or field trip agreements
2.   Work logs detailing student experiences

CRITERIA 4 – ASSESSMENT
A system is in place to measure student progress through appropriate assessments.

4.1   **Effective assessment practices are used to monitor student learning and adjust instruction.**
Suggested documentation/evidence:
1.   Formative and summative assessments
2.   Methods used to improve student performance
3.   Communication of assessment results shared with students

4.2   **A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.**
Suggested documentation/evidence:
1.   Program competency profiles

4.3   **The DESE-recognized industry-recognized credential (IRC) and stackable credential exams taken demonstrate knowledge and skill of student(s) and conveys proof of mastery to potential employers.**
Suggested documentation/evidence:
1.   DESE-recognized IRC scores reported
2.   Number of concentrators reported

CRITERIA 5 – STUDENT ORGANIZATION/PROFESSIONAL ORGANIZATION (SO/PO)
The appropriate SO/PO is affiliated, when possible, with the state and national organization and is a co-curricular element of the program.

5.1 **An events calendar that supports the SO/PO's goals and objectives is developed annually by students and faculty/staff.**
Suggested documentation/evidence:
1. Program of work and minutes indicating how it was developed
2. Website link to SO/PO activities offered on campus

5.2 **The SO/PO events calendar includes leadership activities, career competencies, community service, and school service.**
Suggested documentation/evidence:
1. Program of work aligning activities with the demonstration of leadership skills, career competencies, community service, and school service

5.3 **The SO/PO events calendar is supported by learning outcomes and objectives.**
Suggested documentation/evidence:
1. Course syllabi demonstrating the use of SO/PO programs/activities to support course content competencies

5.4 **SO/PO activities are available to all enrolled students.**
Suggested documentation/evidence:
1. SO/PO activities and student participation
2. Campus newsletter promoting, celebrating, and recognizing SO/PO activities
3. Emails sent to students re: SO/PO activities

5.5 **The SO/PO is participating in activities beyond the local campus environment.**
Suggested documentation/evidence:
1. Regional, state, and national recognitions/activities
2. Number of competitors and award winners from regional, state, and national conferences

CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING
A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for quality employment opportunities and/or continuation of postsecondary education.

6.1 **The program has a written statement that includes an educational mission and goals and objectives which were developed with input from the program advisory committee that included students, administration, and community/business/industry representatives with a relevant background.**
Suggested documentation/evidence:
1. Written statement of educational mission, goals, and objectives
2. Student/College handbook
3. Program advisory committee members including their role on the committee.
4. Most recent advisory committee minutes

6.2 **There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, IRC results; student, graduate, and employer survey feedback; review and revision of admission and progression criteria; and trended admission, graduate, and attrition rate data.**
Suggested documentation/evidence:
1. Written program evaluation plan
2. Program and/or institution's improvement plan which includes CTE program improvements
3. Program improvements from the past three years
4. Recommendations from third party accrediting bodies/regulatory agencies

6.3 **An annual program budget is collaboratively developed by the faculty and administrator(s) to provide funding for professional development, SO/PO activities as appropriate, equipment, maintenance, supplies, and materials.**
Suggested documentation/evidence:
1. Written annual program budget
2. Description of how the budget was developed

6.4 **The qualified faculty participates in ongoing and high-quality, program specific professional development activities.**
Suggested documentation/evidence:
1. Professional development activities that the teacher has participated in during the past three school years
2. Professional licensure/certification, as appropriate
3. Transcripts
4. Professional development log

6.5 **Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented, and updated at least every three to five years.**
Suggested documentation/evidence:
1. Current written agreements
2. Internships (practical experience calendar, paperwork, etc.)

APPENDIX B

Common CTE Criteria and Quality Indicators Program Improvement Plan

PROGRAM			DATE	
INSTRUCTOR				
Standard # Indicator #	**Specific Issue to be Addressed**	**Action Item**	**Target Date for Completion**	**Check when complete**
SIGNATURES				
INSTRUCTOR				
ADVISORY COMMITTEE CHAIR				
SCHOOL ADMINISTRATOR				